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ABSTRACT

This curriculum outline for the Sevier County, Tennessee, transition program for special needs students provides goals and objectives for the following domains: domestic, vocational, community functioning, and recreation/leisure. The domestic domain covers personal hygiene/grooming, first aid, home nursing, birth control/pregnancy, parenting, drug awareness, home management, and money management. Vocational domain areas of focus include job search techniques, job applications, interviewing, job retention, punctuality and attendance, social skills in the workplace, communications skills, problem-solving skills, specific skills training, and conducting a marketing survey. The community functioning domain encompasses mobility in the school environment, the community, and crossing streets; use of cafeterias and fast food restaurants; general shopping skills; and use of pay telephones, vending machines, laundromats, banks, post offices, and public service offices. The recreation/leisure program emphasizes use of local resources such as the National Park Service, community centers, churches, and local organizations. A recreation/leisure activities survey form is presented, and potential fitness/leisure activities are briefly described, including swimming, hiking, hunting, crafts, pet care, and gardening. (JDD)

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CURRICULUM OUTLINE

FOR

TENNESSEE TRANSITION MODEL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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by

B. J. Esch

EC 211946

Note: Many model programs have already been written that have achieved the outcomes that we have targeted for our program. We have, therefore, chosen not only to adapt or customize parts of various programs but also to develop our own to meet the individual needs of our locality and the students of Sevier County.

According to the needs, interests and abilities of a particular group of students, the following curriculum format would be used in its entirety or in part in the transition program.

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OVERALL GOALS OF TRANSITION PROGRAM

1. To provide the special needs students of Sevier County the opportunities for specialized services needed for competitive employment utilizing our community resources.

2. To provide training of specific home skills associated with important vocational career areas.

3. To increase health and safety awareness in order to improve student's quality of life.

4. To provide specific employment opportunities which include vocational assessment, on-the-job training and follow-up support.

DOMESTIC DOMAIN

GOALS:

1. Student will develop the ability of care for his/her own personal needs.

2. Student will develop the ability to plan and prepare nutritious snacks and meals.

3. Student will develop skills needed to care for clothing.

4. Student will develop skills needed to care for and maintain their household.

5. Student will develop skills in health, safety and first-aid in the home.

DOMESTIC DOMAIN

The learner will complete activities in the following areas in order to meet the goals and objectives of his/her specific IEP.

I. Personal Hygiene/Grooming

II. First Aid

III. Home Nursing

IV. Birth Control/Pregnancy

V. Parenting

VI. Drug Awareness

VII. Home Management

- A. Meal Planning, Preparation and Serving
- B. Housekeeping
- C. Care of Clothing
- D. Home Maintenance
- E. Safety in the Home
- F. Yard Care

VIII. Money Management

DOMESTIC DOMAIN

I. Personal Hygiene/Grooming

Date Begun	Objectives	Date Achieved
_____	A. Student will demonstrate appropriate bathing skills.	_____
_____	B. Student will orally discuss the importance of skin care and overall body cleanliness.	_____
_____	C. Student will demonstrate appropriate hair care skills.	_____
_____	D. Student will demonstrate appropriate nail care techniques	_____
_____	E. Student will orally discuss appropriate make-up techniques.	_____
_____	F. Student will demonstrate shaving techniques and use of various types of razors.	_____
_____	G. Student will orally discuss the importance of sleep, rest and exercise.	_____
_____	H. Student will orally discuss the importance of appropriate dress for a variety of occasions.	_____
_____	I. Student will perform proper dental hygiene such as brushing, flossing and treating types of mouth problems.	_____
_____	J. Student will discuss the importance of good dental hygiene in his/her personal life and in the workplace.	_____
_____	K. Student will identify how to obtain help with dental problems.	_____

DOMESTIC DOMAIN

II.First Aid

Date Begun	Objectives	Date Achieved
	A.Student will acquire skills in general first-aid in the following areas:	
_____	1.Treatment of insect bites	_____
_____	2.Treatment of poison ivy	_____
_____	3.Removing splinters	_____
_____	4.Care of blisters	_____
_____	5.Care of bruisers	_____
_____	6.Treatment of diarrhea	_____
_____	7.Removing foreign object from eye	_____
_____	8.Treatment of various skin disorders	_____
_____	9.Treatment of headaches	_____
_____	10.Treatment of earache	_____
_____	11.Treatment of upset stomach	_____
_____	12.Treatment of athletes foot	_____
_____	13.Treatment of sore throat	_____
_____	14.Care of ingrown nail	_____
_____	15.Treatment of cuts	_____
_____	16.Treatment of fever blisters	_____
	B.Student will acquire skills in the treatment of the following emergencies:	
_____	1.Restoring breathing	_____
_____	2.Controlling breathing	_____
_____	3.Caring for fractures	_____
_____	4.Treatment of poisonings	_____
_____	5.Treatment of shock	_____
_____	6.Treatment of burns	_____

DOMESTIC DOMAIN

III. Home Nursing

Date Begun	Objectives	Date Achieved
	A. In completing this unit, the student will:	
_____	1. Acquire attitudes and habits that promote good health.	_____
_____	2. Gain knowledge to stay healthy and prevent illness.	_____
_____	3. Acquire simple skills to use in caring for the ill at home.	_____
_____	4. Acquire skills such as taking temperature and how to use medication correctly.	_____
_____	5. Acquire facts about special diets.	_____

DOMESTIC DOMAIN

IV. Birth Control/Pregnancy

Date Begun	Objectives	Date Achieved
_____	A. Student will identify physiological changes in the male and female reproductive systems.	_____
_____	B. Student will define emotional maturity.	_____
_____	C. Student will describe the purposes of dating.	_____
_____	D. Student will discriminate between private and public sexual behavior.	_____
_____	E. Student will discuss the consequences of sexual behavior.	_____
_____	F. Students will discuss sexually transmitted venereal diseases: *herpes *syphillis *gonorrhea *AIDS *slang terms	_____
_____	G. Students will identify various forms of birth control: *condoms *oral contraceptives *diaphragm *chemical barriers (foam, creams, suppositories) *IUD *surgical sterilization *abstinence	_____
_____	H. Student will gain confidence in planning for their role and responsibilities as a parent.	_____
_____	I. Student will discuss the development of the baby before birth.	_____
_____	J. Student will discuss labor and delivery.	_____
_____	K. Student will discuss an exercise program for before and after delivery	_____
_____	L. Student will discuss caring for the baby including feeding, bathing and bonding.	_____

DOMESTIC DOMAIN

V. Parenting

Date Begun	Objectives	Date Achieved
_____	A. Student will recognize and learn to effectively deal with problems of parenting.	_____
_____	B. Student will define specific parenting skills.	_____
_____	C. Student will discuss the social, emotional and intellectual development of a child.	_____
_____	D. Student will identify safety measures to consider with a child.	_____
_____	E. Student will discuss the sensorimotor development of a child.	_____
_____	F. Student will discuss the various local agencies to contact when assistance is needed in meeting the needs of the child and parent.	_____

DOMESTIC DOMAIN

VI.Drug Awareness

Date Begun	Objectives	Date Achieved
_____	A.Student will define "drug".	_____
_____	B.Student will verbally give reasons why people take drugs.	_____
_____	C.Student will discuss the signs of drug abuse.	_____
_____	D.Student will differentiate between drug use and drug abuse.	_____
_____	E.Student will discuss ways to make wise drinking decisions in his/her own life.	_____
_____	F.Student will differentiate between facts and myths about alcohol.	_____
_____	G.Student will discuss how alcohol can affect a person physically, emotionally and mentally.	_____
_____	H.Student will describe ways to deal with problems of drug abuse in the home.	_____

DOMESTIC DOMAIN

VII. Home Management

Date Begun	Objectives	Date Achieved
	A. Meal planning, preparation & serving	
_____	1. Student will prepare simple, low cost, nutritious snacks and meals.	_____
_____	2. Student will discuss proper food storage techniques such as refrigeration, freezing and canning.	_____
_____	3. Student will describe differences in various ways of cooking foods such as broiling, frying, baking barbecuing.	_____
_____	4. Student will discuss dating on on food labies and cartons.	_____
_____	5. Student will discuss importance of wise shopping skills by making a list, buying only what is on the list and comparing prices.	_____
_____	6. Student will demonstrate food serving skills by correctly setting a table with plate, glass, fork, spoon, knife and napkin.	_____
	B. Housekeeping	
_____	1. Student will demonstrate how to vacuum a carpet.	_____
_____	2. Student will demonstrate how to empty a bag on a vacuum cleaner.	_____
_____	3. Student will gather materials needed to mop a floor.	_____
_____	4. Student will demonstrate how to mop a floor.	_____
_____	5. Student will check for remaining dirt on floor after mopping.	_____
_____	6. Student will gather materials needed to dust or polish furniture.	_____
_____	7. Student will demonstrate how to properly dust furniture.	_____

Date Begun	Objectives	Date Achieved
_____	8. Student will discuss the care and storage of cleaning materials such as brooms, mops, scrub brushes, cleaning cloths, etc.	_____
_____	9. Student will demonstrate the proper use of broom and dust pan.	_____
_____	10. Student will gather materials for cleaning windows.	_____
_____	11. Student will demonstrate how to clean windows.	_____
_____	12. Student will gather materials for cleaning a bathroom.	_____
_____	13. Student will demonstrate how to properly clean a bathroom sink.	_____
_____	14. Student will demonstrate how to properly clean a toilet.	_____
_____	15. Student will demonstrate how to properly clean a toilet.	_____
_____	16. Student will check for remaining dirt on bathroom fixtures.	_____

C.Care of Cothing

_____	1.Student will correctly sort sorted soiled laundry for washing.	_____
_____	2.Student will select necessary laundry products.	_____
_____	3.Student will correctly use washer and dryer.	_____
_____	4.Student will fold, hand or store clothes.	_____
_____	5.Student will iron simple garments.	_____
_____	6.Student will discuss the importance of reading clothing lables for for laundry instructions.	_____
_____	7.Student will replace broken zipper.	_____
_____	8.Student will correctly mend/alter tear in seam.	_____
_____	9.Student will mend a tear or snag in fabric.	_____
_____	10.Student will correctly sew on button	_____
_____	11.Student will discuss use of bleach in laundry.	_____

Date Begun	Objectives	Date Achieved
	D. Student will acquire knowledge to enable him/her to:	
_____	1. locate a stud in a wall	_____
_____	2. install hooks for clothing	_____
_____	3. install shelves	_____
_____	4. install curtain rods and window shades	_____
_____	5. hang a picture	_____
_____	6. care for hardware floors, linoleum, tile, etc.	_____
_____	7. use and care for brooms, mops, brushes and rags	_____
_____	8. care for upholstery	_____
_____	9. collect and dispose of refuse	_____
_____	10. clean off ice and snow from steps and sidewalks	_____
	E. Safety in the Home	
_____	1. Student will discuss safety rules dealing with electricity.	_____
_____	2. Student will demonstrate proper use and care of: *knives *scissors *pins	_____
_____	3. Student will discuss potential fire hazards around the home.	_____
_____	4. Student will discuss the procedure to follow in case of fire involving: *grease *electrical *house fire	_____
_____	5. Student will identify potential hazards which could cause injuries around the home.	_____

Date Begun	Objectives	Date Achieved
	F. Yard Care	
_____	1. Student will identify tools and materials needed for general care of lawns and small gardens.	_____
_____	2. Student will demonstrate use rake, shovel, hand clippers, hoe, etc.	_____
_____	3. Student will demonstrate how to water lawns, shrubs and plants.	_____
_____	4. Students will demonstrate how to correctly rake grass, leaves and debris.	_____
_____	5. Student will correctly use shovel to do necessary digging around shrubs and plants.	_____
_____	6. Student will correctly perform weeding chores.	_____
_____	7. Student will correctly sweep sidewalks or walkways.	_____
_____	8. Student will demonstrate how to mow a lawn.	_____
_____	9. Student will discuss how to prepare soil for a garden.	_____
_____	10. Student will participate in planting and caring for a small garden.	_____

DOMESTIC DOMAIN

VIII. Money Management

Date Begun	Objectives	Date Achieved
_____	A. Student will discuss the services that are offered by a bank.	_____
_____	B. Student will discuss the procedure for opening and maintaining a checking or savings account.	_____
_____	C. Student will correctly endorse a check.	_____
_____	D. Student will discuss reasons for developing a budget.	_____
_____	E. Student will prepare a simple budget.	_____
_____	F. Student will discuss the advantages and disadvantages of using credit.	_____
_____	G. Student will discuss where to pay household bills such as water, electric, etc.	_____

B-1

VOCATIONAL DOMAIN

Goals:

1. The learner will develop the ability to search and apply for a job.

2. The learner will develop the necessary skills to retain a sheltered or competitive job.

3. The learner will develop the necessary skills to get along with others in the workplace.

4. The learner will develop the ability to follow directions and instructions.

5. The learner will demonstrate the ability to work with speed and accuracy.

VOCATIONAL DOMAIN

The learner will complete activities in the following areas in order to meet goals and objectives of his/her specific IEP.

I. Job Search Techniques

II. Job Applications

III. Interviewing

IV. Keeping a Job

V. Punctuality and Attendance

VI. Social Skills in the Workplace

VII. Communications Skills

VIII. Problem Solving Skills

IX. Specific Skills Training

- A. Plumbing
- B. Electrical
- C. Painting
- D. Use of Tools
- E. Car Maintenance
- F. General Building Maintenance
- G. General Grounds Maintenance
- H. Motel Service

X. Marketing Survey Unit

VOCATIONAL DOMAIN

I. Job Search Techniques

Date Begun	Objectives	Date Achieved
_____	A. Student will discuss each of the 15 career clusters as listed in the Dictionary of Occupational Titles.	_____
_____	B. Student will discuss local sources of employment assistance for finding a job.	_____
_____	C. Student will discuss three sources for finding out about job opportunities available.	_____
_____	D. Student will discuss three ways of contacting possible employers.	_____

VOCATIONAL DOMAIN

II. Job Applications

Date Begun	Objectives	Date Achieved
	A. Student will write or give orally the information needed to complete a job application. The following information is needed.	
_____	1. Name	_____
_____	2. Date of Birth	_____
_____	3. Social Security Number	_____
_____	4. Address	_____
_____	5. Telephone Number	_____
_____	6. Sex	_____
_____	7. Marital Status	_____
_____	8. Race	_____
_____	9. Health Information	_____
_____	10. Educational Information	_____
_____	11. Employment Information	_____
_____	12. Military Information	_____
_____	13. References	_____
	B. Student will identify the meanings of common abbreviations found on a job application.	
_____		_____
	C. Student will complete sample job application and other sample forms sample forms needed for employment.	
_____		_____
	D. Student will explain the purpose of a job resume.	
_____		_____
	E. Student will write a personal job resume which may be used in seeking employment.	
_____		_____

VOCATIONAL DOMAIN

III. Interviewing

Date Begun	Objectives	Date Achieved
_____	A. Student will discuss how personal appearance affects job interviews.	_____
_____	B. Student will discuss things to do and not to do when going for an interview.	_____
_____	C. Student will give oral information when asked.	_____
_____	D. Student will participate in role playing interview situations.	_____
_____	E. Student will critique behaviors in simulated job interviews.	_____
_____	F. Student will create a personal plan for seeking gainful employment.	_____

VOCATIONAL DOMAIN

IV. Keeping a Job

Date Begun	Objectives	Date Achieved
_____	A. Given directions in the work setting, student will comply in order to complete a task.	_____
_____	B. Student will obey rules and regulations in a work setting when the supervisor is not present.	_____
_____	C. Student will make basic needs known to supervisor in the workplace.	_____
_____	D. Student will let supervisor know when a mistake has been made.	_____
_____	E. Student will do what is asked without protest in the workplace.	_____
_____	F. Student will accept mistakes or disappointments in an appropriate way in the workplace.	_____
_____	G. Student will show enthusiasm for work.	_____
_____	H. Student will share responsibilities, demonstrate cooperation and help others with jobs as asked.	_____
_____	I. Student will be able to practice socially acceptable behavior with others in the work setting.	_____
_____	J. Student will demonstrate attention to task.	_____
_____	K. Student will accept changes in routine without protest.	_____
_____	L. Student will demonstrate the ability to obey safety rules and procedures in the workplace.	_____

VOCATIONAL DOMAIN

V.Punctuality and Attendance

Date Begun	Objectives	Date Achieved
_____	A.Student will begin work immediately when given a task to perform.	_____
_____	B.Student will demonstrate how to use a time clock.	_____
_____	C.Student will return from a break promptly in the workplace.	_____
_____	D.Student will refrain from absences without good cause in the workplace.	_____
_____	E.Student will report to work on time in a work setting.	_____
_____	F.Student will practice punctual behavior during the work day.	_____

VOCATIONAL DOMAIN

VI. Social Skills in the Workplace

Date Begun	Objectives	Date Achieved
_____	A. When given constructive criticism from a supervisor, student will respond by correcting behavior.	_____
_____	B. Student will help others when needed in the workplace.	_____
_____	C. Student will refrain from disturbing or distracting others in the workplace.	_____
_____	D. Student will demonstrate honesty and truthfulness in the workplace.	_____
_____	E. Student will demonstrate respect in his/her interactions with others in the workplace.	_____
_____	F. Student will use proper facilities which are designated for lunch and break times appropriately.	_____
_____	G. Student will use appropriate behaviors for break and lunch time in interacting with co-workers.	_____
_____	H. Student will be able to interact with others without letting his work suffer in the workplace.	_____

VOCATIONAL DOMAIN

VII. Communications Skills

Date Begun	Objectives	Date Achieved
_____	A. Student will interpret oral order or directions for job situations.	_____
_____	B. Student will follow orders or directions in the proper sequence in the workplace.	_____
_____	C. Student will make basic needs known to his/her supervisor in a work setting.	_____
_____	D. Student will seek help from supervisor when needed.	_____
_____	E. Student will let supervisor know when more materials are needed in a work setting.	_____
_____	F. Student will communicate his needs and progress to the supervisor when asked to do so.	_____

VOCATIONAL DOMAIN

VIII. Problem Solving Skills

Date Begun	Objectives	Date Achieved
_____	A. Student will complete tasks or jobs in the workplace with the minimum of prompting.	_____
_____	B. Student will work for increasingly longer periods of time without contact with the supervisor as called for on the job.	_____
_____	C. Student will refrain from sitting and waiting for others to direct him/her.	_____
_____	D. Student will complete given job without unnecessary supervisor intervention.	_____
_____	E. Student will demonstrate independence and initiative when given a task to perform in the workplace.	_____

VOCATIONAL DOMAIN

IX. Specific Skills Training

A. Plumbing

The learner will:

Date Begun	Objectives	Date Achieved
	.identify tools needed for simple plumbing problems including:	
_____	-leaky faucets	_____
_____	-toilet repair (install new ball, etc)	_____
_____	-stopped up toilet	_____
_____	.discuss cleaning drains and traps	_____
_____	.discuss ways to conserve water	_____
_____	.discuss care of pipes in cold weather	_____
_____	.discuss how to keep drains free running	_____
_____	.discuss how to contact a plumber when one is needed	_____
_____	.identify tools needed for simple plumbing problems	_____
_____	.identify different types of pipe (plastic, copper, galvanized)	_____
_____	.identify ways of trouble-shooting toilet problems	_____
_____	.identify how to shut off water at a house	_____
_____	.discuss problems of a leaking hot water heater	_____
_____	.identify household plumbing aids and cleaners and how to use them safely	_____

B.Electrical

The learner will acquire knowledge to enable him/her to:

Date Begun	Objectives	Date Achieved
_____	.safely replace a bulb in a lamp or light fixture	_____
_____	.replace a fuse or replace breaker	_____
_____	.discuss dangers of overloading outlets	_____
_____	.recognize a damaged electrical cord	_____
_____	.contact an electrician when one is needed	_____
_____	.repair a damaged electrical cord and replace new plug end	_____
_____	.identify electrical tape and wrap a frayed cord	_____
_____	.replace light fixture	_____
_____	.replace wall switch	_____
_____	.replace wall plug	_____
_____	.evaluate needs for light bulbs	_____
_____	.replace tubes in fluorescent lights	_____
_____	.shut off electricity at a house	_____
_____	.replace starters in fluorescent lights	_____

C.Painting

After being given complete instructions, the learner will:

Date Begun	Objectives	Date Achieved
_____	.demonstrate how to use brushes, rollers and other painting devices	_____
_____	.demonstrate how to clean brushes, rollers and other painting materials	_____
_____	.discuss the use of drop cloths, tape newspapers, etc in painting	_____
_____	.choose the correct paint brush or roller for various surfaces	_____
_____	.identify types of paints (epoxy, latex, oil base, spray,lacquer, stain)	_____
_____	.identify different types of brushes	_____
_____	.identify types of thinners	_____
_____	.acquire knowledge of how to clean and store the above materials	_____
_____	.acquire knowledge to prepare surfaces	_____
_____	.discuss procedures for refinishing old furniture	_____
_____	.identify and use types of abrasive (sandpaper and rubbing compounds)	_____
_____	.discuss safety procedures to follow when working with painting materials	_____

D.Use of Tools

The student will correctly use the following tools to complete a simple woodworking project:

Date Begun	Objectives	Date Achieved
_____	.hammer	_____
_____	.nails	_____
_____	.rule	_____
_____	.hand saw	_____
_____	.screws and screwdriver	_____
_____	.sandpaper or electrical sander	_____
_____	.drill	_____
	The student will:	
_____	.identify and use different types of hammers	_____
_____	.identify and use different types of nails	_____
_____	.identify and use different types of screwdrivers and screws	_____
_____	.identify and use different types of saws	_____
_____	.identify and use power and hand drills	_____
_____	.identify different types of glue	_____
_____	.identify and use a plane	_____
_____	.identify uses for a power sander	_____
_____	.describe the correct way to use power sander and correct hand sanding procedures	_____
_____	.discuss safety procedures to follow when working with hand and power tools	_____

E.Car Maintenance

After proper instructions have been given, the student will:

Date Begun	Objectives	Date Achieved
_____	.identify tools necessary to change a tire (jack, tire tool, etc.)	_____
_____	.discuss the steps in changing a tire	_____
_____	.demonstrate how to change a tire	_____
_____	.identify how to wash a car	_____
_____	.identify materials needed to wax a car	_____
_____	.demonstrate the steps in waxing a car	_____
_____	.discuss importance of keeping a car clean	_____
	The learner will:	
_____	.given necessary materials, assist in changing car oil	_____
_____	.discuss proper disposal of oil	_____
_____	.discuss different kinds of oil	_____
_____	.discuss different types of gasoline	_____
_____	.ask for desired type of gasoline at service station	_____
_____	.discuss care and maintenance of battery	_____
_____	.given necessary tools, assist in changing a tire	_____
_____	.describe how to shut off a horn	_____
_____	.discuss care of the radiator	_____
_____	.discuss how to get help in an automobile emergency	_____
_____	.discuss safety procedures to follow when working with car maintenance materials	_____

F.General Building Maintenance

When given proper instruction and supervision, the learner will:

Date Begun	Objectives	Date Achieved
_____	.sweep floors within a given time period	_____
_____	.clean stairwells within a given time period	_____
_____	.mop floors within a given time period	_____
_____	.wash a variety of surfaces within a given time period	_____
_____	.clean toilets within a given time period	_____
_____	.check floors for remaining dirt after cleaning	_____
_____	.empty wastebaskets and garbage cans within a given time period	_____
_____	.line wastebaskets and garbage cans within a given time period	_____
_____	.disinfect floors within a given period of time	_____
_____	.clean windows within a given period of time	_____
_____	.vacuum carpets within a given period of time	_____
_____	.dust furniture within a given period of time	_____
_____	.discuss importance of keeping gutters clean	_____
_____	.gather materials needed for cleaning gutters	_____
_____	.demonstrate how to clean gutters	_____

CONTINUED

F.General Building Maintenance (Continued)

_____	.discuss ways to prepare a building for cold weather (sealing doors or windows, etc.)	_____
	.discuss procedures of how to rid a building of:	
_____	-termites	_____
_____	-birdnests	_____
_____	-ants, roaches, crickets	_____
_____	-mice	_____
	.wash and clean venetian blinds within a given time period	
_____		_____
_____	.use an automatic floor care machine	_____
_____	.inspect building for safety hazards	_____

G.General Grounds Maintenance

When given instructions and supervision, the learner will:

Date Begun	Objectives	Date Achieved
_____	.inspect grounds for safety hazards	_____
	.discuss the following procedures in dealing with a lawn mower:	
_____	- mower safety	_____
_____	- blade sharpening	_____
_____	- checking oil in mower	_____
_____	- servicing mower	_____
_____	- storage of mower	_____
_____	- storage of gasoline	_____
_____	- winter preparation	_____
_____	.demonstrate proper procedures in operating electrical trimmer or weedeater	_____
_____	.discuss safety procedures in using weedeater	_____
_____	.trim hedges or shrubs	_____

H.Motel Service

Date Begun	Objectives	Date Achieved
_____	1.Student will follow cleaning schedule outlined by supervisor	_____
_____	2.Student will clean assigned are as according to established housekeeping procedures	_____
	3.Student will clean:	
_____	floors	_____
_____	stationary furnishings	_____
_____	carpets and rugs	_____
_____	bathrooms	_____
_____	walls and doors	_____
_____	windows	_____
_____	stairways or hallways	_____
_____	elevators	_____
_____	4.Student will resupply room with complimentary items	_____
_____	5.Student will prepare the supply cart	_____
_____	6.Student will change bed linen	_____

X.Marketing Survey Unit

Date Begun	Objectives	Date Achieved
	The Learner will:	
_____	.visit several "retail" stores in the area (i.e. Factory Merchange Mall)	_____
_____	.discuss the various jobs needed to operate a retailing business (i.e. manager, office worker, cashiers, sales person, custodian, etc.)	_____
_____	.visit several "service" businesses (i.e. Burger King, dry cleaners, hotel or motel, etc.)	_____
_____	.discuss the various jobs needed to operate a service related business	_____
_____	.distinguish between a retail and a service business	_____
_____	.talk with people involved with retail and service businesses in the area (have speakers come to class)	_____
_____	.discuss the importance of Tourism to Sevier County	_____
_____	.name businesses that rely heavily on tourists for their income (Guest speaker: Director of Tourism)	_____
_____	.discuss how Sevier County differs from other areas in relation to Tourism (i.e. more service businesses, more jobs available during vacation times, etc.)	_____
_____	.visit the Chamber of Commerce and Tourist Bureaus in Sevierville, Pigeon Forge or Gatlinburg	_____
_____	.discuss the importance of having a Chamber of Commerce or Tourist Bureau in this particular area	_____
_____	.discuss implications of being employed in a "seasonal" job rather than year-round work (i.e. working 6 months instead of 12, budgeting money to last all year,etc.)	_____

X.Marketing Survey Unit (Continued)

_____ .discuss how the Department of _____
Unemployment Security can provide Unemployment
Insurance payments during the months when
person in not working (plan to have a speaker
from Employment Security to speak to class)

C-1

COMMUNITY FUNCTIONING DOMAIN

Goals:

1. Student will develop the ability to use area department stores for shopping.

2. Student will develop skills to use area restaurants appropriately.

3. Student will develop the skills to use area grocery stores appropriately.

4. Student will develop skills in order to use community facilities as independently as possible.

5. Student will develop skills in order to move about the community.

COMMUNITY FUNCTIONING DOMAIN

The learner will complete activities in the following areas in order to meet the goals and objectives of his/her specific IEP.

I. General Mobility in the School Environment

II. General Mobility in Crossing Streets

III. General Mobility in the Community

IV. Use of Fast Food Restaurants or Concessions

V. Use of Cafeteria

VI. General Shopping Skills

- A. Grocery Store
- B. Department Store
- C. Drug Store

VII. Use of Pay Telephone

VIII. Use of Vending Machines

IX. Use of Laundromat

X. Use of Bank

XI. Use of Post Office

XII. Use of Public Service Offices

- A. Health Department
- B. Overlook
- C. Department of Human Services
- D. Department of Vocational Rehabilitation
- E. Department of Employment Services
- F. Churches, Civic Organizations, other local services

COMMUNITY FUNCTIONING DOMAIN

I. General Mobility in the School Environment

Date Begun	Objectives	Date Achieved
_____	A. Student will walk or move from one point to another in the classroom.	_____
_____	B. Student will walk or move correctly in an aisle.	_____
_____	C. Student will walk or move in a line.	_____
_____	D. Student will walk up and down a set of stairs.	_____
_____	E. Student will walk or move from one classroom to another.	_____
_____	F. Student will walk or move safely on sidewalks.	_____
_____	G. Student will walk or move up and down curbs.	_____
_____	H. Student will walk or move around obstructions.	_____

COMMUNITY FUNCTIONING DOMAIN

II. General Mobility in Crossing Streets

Date Begun	Objectives	Date Achieved
_____	A. Student will stop before stepping into a street.	_____
_____	B. Student will look both ways before crossing a street.	_____
_____	C. Student will demonstrate where to cross a street correctly by crossing only at street corners, stop signs traffic lights.	_____
_____	D. Student will cross on green traffic light.	_____
_____	E. Student will cross street on "Walk" signal.	_____
_____	F. Student will stop on red or yellow traffic lights.	_____
_____	G. Student will stop on "Don't Walk" signal.	_____
_____	H. Student will cross street safely where no signs or signals are present.	_____
_____	I. Student will read and tell the meaning of certain streets signs and pedestrian signs or signals.	_____

C-5

COMMUNITY FUNCTIONING DOMAIN

III. General Mobility in the Community

Date Begun	Objectives	Date Achieved
_____	A. Student will walk or move through automatic doors correctly.	_____
_____	B. Student will walk or move on and off elevators correctly.	_____
_____	C. Student will walk or move on and off escalators correctly.	_____
_____	D. Student will correctly read elevator sign and elevator vocabulary such as up, down and floor level.	_____
_____	E. Student will know to request assistance if lost.	_____
_____	F. Student will produce identification card if lost.	_____
_____	G. Student will use specific places in the community for recreation/leisure activities.	_____

COMMUNITY FUNCTIONING DOMAIN

IV. Use of Fast Food Restaurants or Concessions

Date Begun	Objectives	Date Achieved
_____	1.Student will locate and open door.	_____
_____	2.Student will correctly give order.	_____
_____	3.Student will wait for meal and pay appropriate person.	_____
_____	4.Student will carry tray to table and eat meal appropriately.	_____
_____	5.Student will answer necessary questions such as, "Is this for here or to go?" or "What kind of dressing would you like?".	_____
_____	6.Student will locate and correctly open and use necessary utensils and condiment packages.	_____
_____	7.Student will appropriately dispose of empty cartons and other debris.	_____

COMMUNITY FUNCTIONING DOMAIN

V. Use of Cafeteria

Date Begun	Objectives	Date Achieved
_____	1.Student will locate and wait in line appropriately.	_____
_____	2.Student will select tray, napkin, and utensils.	_____
_____	3.Student will correctly slide tray along railing.	_____
_____	4.Student will select foods and place on tray.	_____
_____	5.Student will give correct response to questions asked by serving people.	_____
_____	6.Student will take receipt from cashier.	_____
_____	7.Student will locate a clean table.	_____
_____	8.Student will correctly carry own tray (if applicable).	_____
_____	9.Student will place meal on table, disposing of tray.	_____
_____	10.Student will tip appropriately.	_____
_____	11.Student will locate cashier and present receipt.	_____
_____	12.Student will pay for meal and wait for change.	_____

COMMUNITY FUNCTIONING DOMAIN

VI. General Shopping Skills

A. Grocery Store

Date Begun	Objectives	Date Achieved
_____	1. Student will locate and identify various grocery stores in the community.	_____
_____	2. Student will enter store and select a shopping cart.	_____
_____	3. Student will appropriately maneuver shopping cart.	_____
_____	4. Student will read aisle numbers.	_____
_____	5. Student will load shopping cart appropriately putting heavy items on the bottom.	_____
_____	6. Student will correctly identify own shopping cart.	_____
_____	7. Student will seek assistance appropriately at the produce and meat counters.	_____
_____	8. Student will compare prices for same items.	_____
_____	9. Student will locate shortest checkout line.	_____
_____	10. Student will unload shopping cart appropriately.	_____
_____	11. Student will correctly use coupons.	_____
_____	12. Student will maneuver cart to parking lot.	_____
_____	13. Student will load groceries in car correctly.	_____
_____	14. Student will appropriately store items.	_____

COMMUNITY FUNCTIONING DOMAIN

B. Department Store

Date Begun	Objectives	Date Achieved
_____	1. Student will locate appropriate store for needs.	_____
_____	2. Student will locate main categories of the store.	_____
_____	3. Student will use fitting rooms appropriately.	_____
_____	4. Student will ask clerk for help when needed.	_____
_____	5. Student will locate cashier or checkout lane.	_____
_____	6. Student will correctly tell if purchase is cash or change.	_____
_____	7. Student will correctly locate "cash only" lane.	_____
_____	8. Student will pay for items being purchased.	_____
_____	9. Student will wait for change.	_____

COMMUNITY FUNCTIONING DOMAIN

C. Drug Store

Date Begun	Objectives	Date Achieved
_____	1. Student will identify the pharmacist.	_____
_____	2. Student will give prescription to pharmacist.	_____
_____	3. Student will listen for name to be called when prescription has been filled.	_____
_____	4. Student will ask pharmacist to explain directions for medication if necessary.	_____
_____	5. Student will find cashier and pay for items.	_____
_____	6. Student will keep receipt for tax purposes.	_____

COMMUNITY FUNCTIONING DOMAIN

VII. Use of Pay Telephone

Date Begun	Objectives	Date Achieved
_____	A. Student will correctly pick up receiver to make call.	_____
_____	B. Student will insert correct coins.	_____
_____	C. Student will listen for dial tone.	_____
_____	D. Student will dial correct number.	_____
_____	E. Student will press coin release/ coin return if call cannot be made.	_____
_____	F. Student will check coin return.	_____
_____	G. Student will return receiver when call is completed.	_____
_____	H. Student will identify signs for other pay phones in the community.	_____

COMMUNITY FUNCTIONING DOMAIN

VIII. Use of Vending Machines

Date Begun	Objectives	Date Achieved
_____	A. Student will read vending machine vocabulary.	_____
_____	B. Student will insert correct coins for item wanted.	_____
_____	C. Student will push correct button or pull correct lever for selection.	_____
_____	D. Student will know when another selection must be made.	_____
_____	E. Student will correctly open door to retrieve item.	_____
_____	F. Student will open product and properly dispose of waste.	_____
_____	G. Student will check coin return.	_____
_____	H. Student will know when to use coin return/release.	_____

COMMUNITY FUNCTIONING DOMAIN

IX. Use of Laundromat

Date Begun	Objectives	Date Achieved
_____	A. Student will unload clothesbasket from car, if applicable.	_____
_____	B. Student will carry a basket of soiled laundry into laundromat.	_____
_____	C. Student will load soiled laundry into washing machine.	_____
_____	D. Student will determine correct change to be inserted.	_____
_____	E. Student will insert change into washer.	_____
_____	F. Student will use change machine if necessary.	_____
_____	G. Student will add correct amount of detergent.	_____
_____	H. Student will use detergent vending machine, if necessary.	_____
_____	I. Student will load wet laundry into dryer.	_____
_____	J. Student will insert correct amount of change into dryer.	_____
_____	K. Student will unload laundry from dryer.	_____
_____	L. Student will fold dry laundry.	_____
_____	M. Student will load basket of laundry into car.	_____

COMMUNITY FUNCTIONING DOMAIN

X. Use of Bank

Date Begun	Objectives	Date Achieved
_____	A.Student will identify teller.	_____
_____	B.Student will correctly endorse check.	_____
_____	C.Student will submit passbook, deposit slip, money or endorsed check to teller.	_____
_____	D.Student will wait for passbook, deposit slip or money depending on transaction.	_____
_____	E.Student will open savings account.	_____
_____	F.Student will open check account.	_____
_____	G.Student will complete savings deposit slip.	_____
_____	H.Student will complete checking deposit slip.	_____
_____	I.Student will write a personal check.	_____
_____	J.Student will correctly use checkbook ledger.	_____
_____	K.Student will balance checkbook.	_____
_____	L.Student will locate charges on statement.	_____
_____	M.Student will be familiar with overdraft procedures.	_____
_____	N.Student will use a 24-hour teller machine.	_____

COMMUNITY FUNCTIONING DOMAIN

XI. Use of Post Office

Date Begun	Objectives	Date Achieved
	A. Student will fold letter to fit envelope.	
	B. Student will address an envelope.	
	C. Student will seal envelope.	
	D. Student will purchase stamps from service desk.	
	E. Student will use stamp vending machine.	
	F. Student will apply stamp correctly.	
	G. Student will insert envelope into mail slot.	
	H. Student will seek assistance in mailing a package.	

COMMUNITY FUNCTIONING DOMAIN

XII. Use of Public Service Office*

Date Begun	Objectives	Date Achieved
	A. Student will understand the services provided by the following area public service offices and be able to seek assistance when needed:	
	1. Health Department	
	2. Overlook	
	3. Department of Human Services	
	4. Dept of Vocational Rehabilitation	
	5. Dept of Employment Services	
	6. Area churches, civic organizations	

*Refer to Community Services Directory

RECREATION/LEISURE PROGRAM

TENNESSEE TRANSITION MODEL

GOALS OF RECREATION/LEISURE PROGRAM

1. To provide opportunities for handicapped persons to acquire skills to enable them to engage in recreation/ leisure activities.

2. To provide opportunities through recreation/leisure activities to teach interaction, social communication and other related behaviors between handicapped and non-handicapped persons.

3. To facilitate parent, teacher and community involvement as well as cooperation among them through recreation/ leisure skill development.

4. To provide opportunities for handicapped persons to engage in recreation/leisure activities that are of benefit physically, emotionally and creatively.

5. To systematically teach activities which will facilitate students' participation in a wide diversity of community, neighborhood and home environments.

RECREATION/LEISURE PROGRAM

One component of the Tennessee Transition Model calls for the development of a recreation/leisure program utilizing local resources such as the National Park Service, Community Center, churches and local clubs and organizations in the county.

The positive benefits of physical exercise or leisure activities have been known for a long time. In the last few years, however, there has been a renewed interest in getting individuals involved in a more physically active lifestyle. Exercise is the main factor in staying fit - physically as well as mentally. This is especially true for our handicapped population. Not only can an appropriate recreation program increase and maintain muscle endurance, strength and flexibility and improve cardiac output, but also, can relieve boredom, improve attitudes and build self-confidence. According to a report by the National Institute of Mental Health, appropriate recreation/leisure activities can help relieve emotional stress and can help in the prevention and treatment of mild depression.

Physical fitness programs are taught in school, but this is an area that is sometimes neglected after a student leaves school. It is, therefore, important for educators and parents to work together to insure that students learn the importance of staying active and that they are systematically taught how to fill their spare time with meaningful pursuits in order to avoid "dead time" or having nothing to do.

This program and the suggested activities listed below include opportunities for interaction between handicapped students and their non-handicapped peers. We feel that it is extremely important to create opportunities for our handicapped population to participate in recreation/leisure programs that involve heterogeneous groups of people. Also, we have endeavored to create a program that teaches skills necessary to select, organize and initiate various activities.

In selecting age-appropriate/valued leisure activities for the recreation component, the following criteria were considered:

1. Activities with minimal or no financial cost
2. Activities that did not require a specialized staff
3. Activities with minimal or no transportation requirements
4. Activities that would pose minimal safety hazards for participants

The committee members considered activities which varied greatly. For instance, some activities involve a single person, some involve small groups and others involve larger groups. Also, some activities primarily consist of observing, such as watching a ballgame, while others involve active participation.

Activities that reflect cultural norms, expectations and preferences of the student, family and community should be taken into account when determining which activities are to be considered. Also, in order for a particular activity to be functional, it needs to be available during non-working or non-school hours. In addition, school personnel should address whether the activity or skill being taught will in some way prepare the student to function more independently

in other areas or environments as well.

The following considerations should also be made when planning an individualized recreation plan for a student:

- individual strengths and weaknesses
- age appropriateness
- student's level of independence

When appropriate, a Recreation Survey, similar to the one attached, may be used in planning an individualized recreation/ leisure program. The student's interests are focused on in the survey since it is essential that activities preferred by the individual be included in the planned program. A survey is one way of identifying a person's likes or dislikes with regard to recreational activities and it can assist in the planning of an appropriate, meaningful program. It is of utmost importance that the activities identified for an individual recreation/ leisure program be enjoyable for the student and allow for creative thinking and behaving.

Planned physical activities and hobbies can help handicapped individuals improve attitudes about themselves and others. They also offer challenges dealing with successes and failures which could be applied to their life situations. Some activities allow for the opportunity for self-evaluation and self-satisfaction and can help to pave the way to a happier, more successful, useful life.

D-5

RECREATION/LEISURE ACTIVITIES SURVEY

Age _____ Date _____ Name _____

1. List at least 3 things that you would like to do in your spare time

_____

_____

_____

2. List 5 of your favorite games.

_____ _____

_____ _____

_____

3. List 3 activities you and your family do together in your free time

_____

_____

_____

4. List 3 of your favorite outdoor activities.

_____

_____

_____

5. List any clubs or groups you belong to or would like to join.

_____

_____

_____

6. List 5 of your favorite records or singers.

_____ _____

_____ _____

_____

After activities have been selected for an individual program, instruction, demonstration and supervised practice should be planned for all these activities. Plans should be made well in advance for where the activity should be taught. Since most handicapped students do not naturally generalize skills from a simulated environment to a natural environment, (i.e. teaching swimming in a classroom) a natural environment is necessary for skill retention.

Next, plans for how an activity should be taught needs to be decided. Each activity should be task analyzed with the simplest step taught first. Considerations should also be made in determining materials needed, reinforcement and correction procedures, instructional cues and adaptations that might be needed in teaching a particular activity. Adaptation can be made sometimes without expensive adaptive equipment. For example, a cerebral palsy child might want to learn to play a card game but might have problems holding the cards. A simple household scrub brush could easily be transformed into a card holder. Many problems such as this one can be solved very inexpensively with a little imagination. Try whatever works.

Next, performance criteria should be considered for each activity. This is necessary in order to determine how well a student performs an activity or a step in an activity. In some recreation/leisure activities, time is a factor - how long it takes a student to start playing a video game after the coin or token is inserted, how long it takes to deal cards or how long it takes a person to purchase a soda from a vending machine.

Other activities, however, such as needlework, reading books and magazines or caring for a pet, need not have a time criterion considered but more importantly, evaluation should be made based on whether or not a particular skill has been learned.

A determination should be made before an activity is taught as to whether it is important that it be timed and an acceptable time should be decided upon as a criterion.

Included is a sample form that might be useful in evaluating and charting student progress on individual activities. Each activity that is chosen by a student will also require a number of different objectives which will be written on his/her IEP. Progress will also be shown on this document as well as on periodic progress reports.

Evaluation information not only shows student progress but also valuable information that will assist teachers in justifying the teaching of recreation/leisure activities.

Many individuals and organizations in the community have been contacted and asked to share their expertise in various areas and act as resources for this program. All have expressed an interest and concern and have agreed to help in any way.

The Community Center in Sevierville can play an important part in the recreation/leisure program. The facility itself is centrally located in the county and the staff is trained to work with persons with special needs in many areas. The following programs/activities would be available for students:

* Swimming and Swimming instruction
* Adaptive Swimming instruction
* Bowling
* Basketball
* Volleyball
* Racquetball
* Water Exercise
* Floor Exercise
* Weight Lifting
* Use of Jogging Trail

Some of these activities offered at the Community Center would require a charge while others would be free. The Community Center could also be used as a place to hold special events such as parties, dance classes and dances and classes on subjects such as etiquette and bicycle safety.

SWIMMING INSTRUCTION

The physical and mental ability of the participant will determine what skills he/she will learn, as well as whether he/she will be enrolled in a group or individual class. Most handicapped persons will learn strokes which are adaptable to their handicaps. Handicapped persons will be able to receive any level of Red Cross lessons for which they are prepared.

WATER EXERCISE

Water exercise is simply exercising in water. The approval of a doctor or physical therapist is needed to determine what types of exercises each individual should or should not receive. The water exercise class is a group activity.

WATER SAFETY

Participants will learn safe ways to have fun in the water. They will learn non-swimming skills to save someone in trouble. They will also learn what not to do. (eg. go after a drowning person if they have not had the proper instruction.)

GYM ACTIVITIES

Volleyball, basketball, bowling - Participants will learn skills and rules of each game. Once they have mastered these skills to their ability, there will be leagues for play.

BASIC FIRST-AID

Participants will learn basic first-aid procedures (eg. how to control bleeding, how to telephone for help). This program will be taught on a level which will not discourage anyone from participating.

BIKE SAFETY

Participants will learn how to ensure their bicycles are safe, as well as rules for safe riding.

BIKE RODEO

Once participants have learned about safety, we will conduct a bike rodeo, which will include games of different skill levels in which participants will complete different types of activities dealing with mazes using pylons.

SPECIAL ACTIVITIES

Halloween Carnival with costume contest, games, etc.: Valentine's Day - card decorating contest, Dance: Christmas - tree decorating with handmade articles: East - Easter egg coloring contest, followed by an egg hunt for younger pre-school or kindergarten students.

GOOD GROOMING

Participants will learn the importance of good grooming. Local dentists, hair and make-up professionals will speak on their topic of profession. Participants will also learn manners, such as how to answer the telephone, how to take telephone messages and table manners.

Sevier County is extremely fortunate to have within its boundaries the Great Smoky Mountain National Park. Several activities are available through the park service that could be utilized by transition students. Most of these are outdoor hobbies or activities such as hiking, fishing, horseback riding, sledding, skiing, etc. Special programs and activities are held throughout the year at the visitors centers and other locations in the park. These include slide programs, displays, talks and living history demonstrations. These activities are announced in "Smokies Guide", the official, quarterly newsletter of the park service.

Many trails throughout the park are accessible to wheelchairs. Some trails have hard surfaces. Some are accessible to wheelchairs but because of steep grades, would require assistance while others would not.

At the Sugarlands Visitors Center, programs are available for the hearing impaired in the form of printed scripts of certain slide programs. For vision impaired persons, an audio cassette tape is available.

The park is also the perfect place for wildlife study and observation. In any season, the park is teeming with a variety of animals. In the spring and summer, park rangers in Cades Cove take groups on "Creek Walks" to study salamanders and other water inhabitants. While taking a winter hike, students could learn to identify tracks and signs of the cold weather animals who inhabit the park.

Churches are not only places of inspiration but also good places for young people to interact socially with both handicapped and non-handicapped peers in leisure time activities. Some area churches have special activities and classes which include handicapped persons in their programming. First Baptist Church in Sevierville is one of these churches who welcome our handicapped population. Transportation to the church on Sunday mornings and evenings is provided. The program includes:

Sunday School and extended session
Activities included:
Art activities
Music
Bible activities
Kitchen activities (cooking & baking)
Short trips throughout the year
Cookouts and picnics during the summer.

Liberty Baptist Church in Pigeon Forge has a similar program for the special needs person. Transportation is provided by church buses or vans on Sunday mornings and evenings and at any other time that is requested by an individual such as special programs held at the church. Their program includes:

Sunday School and extended session
Activities included:
Music
Bible Activities
Outings throughout the year
Bible School Programs.

Liberty Baptist Church plans to have a deaf minister available soon to serve more effectively the hearing impaired in our area.

The American Red Cross offers a course entitled, "The Name of the Game is Caring". This particular program was developed to enable young people to develop leadership skills when working on recreational activities and to develop confidence. Learn practical skills such as how to plan, organize and carry out an event such as a party or sporting activity. Students will also learn about the value of recreation in their own lives and in the lives of others. This course would be particularly helpful to students who were interested in the area of child care or perhaps working with the elderly.

Many young people in this area are particularly interested in hunting. The Tennessee Wildlife Resource Agency has a Hunter Safety Program which is available for use in schools. The instruction is provided and comes to the school or other location. The course can be easily adapted to fit individual needs and focuses on safety, care of and proper use of a variety of firearms used in hunting. There is no charge for this program which includes workbooks, patches and, upon successful completion, certificates or cards. The only fee would be the cost of transportation to a shooting range for supervised practice. Participation in this course would be carefully monitored.

Representatives from area banks and other clubs have also shown a willingness to donate time to work with individual students or small groups of students who might be interested in these particular sports.

Resource persons from the community such as member of Home Demonstration Clubs throughout the county, could be effectively utilized in the classroom as part of the recreation/leisure program. Several of these members are retired home economics teachers who are willing to donate their time to instruct interested students in making cookies, candies, pizza and other snacks or party foods. Nutrition could also be included and preparation of low calorie snacks for persons needing to control weight.

Here in Seward County, we are fortunate to have many crafts people who are also willing to share their skills with others. Skills such as basketry, weaving, woodworking, knitting and other types of needlework could be taught by experts. Many of these people are also collectors and would be willing to share exhibits with classes and to assist students in starting a collection hobby. If a student was particularly interested in learning more about a specific craft, more than likely, a qualified person in that area could be found here in Seward County.

Taking care of a pet or pets can sometimes be an enjoyable leisure time activity or hobby and one that can also teach responsibility. Teaching a person to care for a pet properly, feeding, bathing and grooming, could be taught by an area veterinarian or possibly a student from the School of Veterinary Medicine at

the University of Tennessee in Knoxville. The area 4-H Clubs could also help in a project such as this. The club member would work closely with a student who was interested in learning to care for an animal. Not only would a handicapped person be learning about a new hobby or interest, but also the 4-H club students would be receiving credit for a service project in the community.

Gardening is also a worthwhile leisure time activity for interested individuals. The Extension Office in Sevier County has offered their services to persons interested in beginning small flower or vegetable gardens. Again, this particular activity could utilize the services of the 4-H Clubs in the county. Club members could receive credit for their time spent on a project such as this. It is also possible that this could be done during school hours since it would be a school related activity and a great learning experience for all those involved.

SUGGESTED ACTIVITIES FOR A RECREATION/LEISURE PROGRAM

ACTIVITIES THAT MAY BE ENJOYED ALONE:

* Listening to music
* Reading/looking at books or magazines
* Crafts (Macrame, Latch Hook, Woodworking, Needlework, etc.)
* Window Shopping
* Walking/jogging
* Cooking
* Video Games
* Playing Card Games (Solitaire)
* Riding Bicycle
* Caring for or playing with pet
* Puzzles
* Collecting hobby
* Sun bathing
* Gardening
* Using polaroid camera

SMALL GROUP ACTIVITIES:

* Card games (Uno, Rummy, etc.)
* Checkers or other board games
* Exercising (calisthenics, aerobics, etc.)
* Shopping
* Going to a ballgame or concert
* Going to a movie
* Swimming
* Going out to eat
* Dating
* Picnic
* Hiking
* Bowling
* Tennis
* Skiing
* Hunting
* Racquetball

LARGE GROUP ACTIVITIES:

* Playing ball
  - Basketball
  - Volleyball
  - Football
  - Kickball
* Crafts (Group lessons)
* Dancing
* Church activities

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